

Survey of Learning Portfolios: Toward a Portfolio Design for EFL Learners

Keiko Mori

(Assistant Professor, Tokyo Christian University)

Preface

My first encounter with learning portfolios was about a couple of decades ago in the US at a university ESL (English as a second language) writing class where the teacher assigned students to create a learning portfolio. As a new international student in the class, I had never heard of such an assignment nor seen one back in Japan. I just went to the university bookstore to buy a manila folder and a notepad as instructed. At the end of the semester my drafts and grammar/vocabulary exercises were put together in the folder titled, “A Writing Portfolio.” For me it was just a folder for the classwork since I did everything as instructed without understanding the purpose and goal of the portfolio.

A few years later in Japan my EFL (English as a foreign language) students suffered a similar experience that I did. In short, the students’ goal turned out to be just doing what was instructed, not knowing what the students were supposed to learn through the portfolio activities. As a language teacher, I struggled to teach the students how to learn languages more systematically and effectively, and I began to use language learning portfolios in order to help them see a bigger picture of their language learning process. They got puzzled when introduced to the idea of portfolio development, suffered cognitive overload, and estimated too little time and effort for the process, not to mention struggles to develop activity records into formatted portfolio components despite my guidance and support. Some even gave up submitting their portfolio due to lack of motivation or little

proof of their improvement. After all, there was not enough scaffolding, particularly for the Japanese students, to fully understand the idea of learning through portfolio activities, which require their own reflection, documentation and evaluation.

As a result, it became clearer that the content and process of portfolio development needed to be modified and simplified for my students' context. The sources of motivation for developing a modified version were several research results suggesting positive effects of portfolio use, a strong belief in learners being more autonomous through guided "learning to learn" experiences (Sugitani 2011),¹ and witnessing some students gaining knowledge and skills of English through the process of using a portfolio. With that in mind, the following questions were used to guide my research on the topic:

- What does research say about the efficacy of portfolios in the fields of second language acquisition (SLA) theories and self-regulated learning (SRL) theories in particular?
- What are the current portfolio models in higher education, and how are they modified for the purpose of implementation?
- How can the current portfolio model be adjusted for the EFL classroom setting?
- Is there any way to help low-proficient, less-motivated learners to be re-motivated using learning portfolios?

This article attempts to review the theory and practice of learning portfolios, summarize key research results on related topics, and then introduce my research on portfolio design, which is still in progress.

1 Noyuri Sugitani, "Learning to Learn (2008) — A Textbook for College Students' Learning Based on the Cognitive and Motivational Theories," *Christ and the World* 21 (2011): 238–48.

Portfolio Overview

A portfolio for educational purposes basically refers to a collection of artifacts organized for certain assessment. It was all paper-based (e.g., paper documents and worksheets in a folder) in the 1980s when “authentic assessment” was a key term, but electronic portfolio (e.g., documents with hyperlinks and media resources stored in a server) came to be popular since the beginning of the 21st century when “the global standard” was a favored notion, along with the rapid technological development. Those two types of portfolio share common purposes and procedures although they look quite different on the outside. The following definition by Jones and Shelton would do for either paper or electronic portfolios:

Portfolios are rich, contextual, highly personalized documentaries of one's learning journey. They contain purposefully organized documentation that clearly demonstrates specific knowledge, skills, dispositions and accomplishments achieved over time. Portfolios represent connections made between actions and beliefs, thinking and doing, and evidence and criteria. They are a medium for reflection through which the builder constructs meaning, makes the learning process transparent and learning visible, crystallizes insights, and anticipates future direction.²

This definition suggests that the use of portfolios (either paper or electronic) encourages changes for better learning through reflection and other cognitive activities. In other words, the nature of portfolio facilitates individual learners into reflecting on the learning process. For instance, when using a portfolio, learners often discuss key questions with the teacher or classmates, such as “How much do you think you've improved your listening skills?” and “Was the way you practiced listening helpful?” in the

2 Marianne Jones and Marilyn Shelton, *Developing Your Portfolio: Enhancing Your Learning and Showing Your Stuff: A Guide for the Early Childhood Student or Professional* (New York: Routledge, 2006), 16.

self-evaluation phase. They write up the answers to find more about their learning styles, strategies and beliefs with teacher guidance. Apparently, it requires time and intellectual space, but learners can eventually see the bigger picture of their achievement with visions for future learning. Because of its nature, this type of portfolio is often called a learning portfolio, which is discussed more closely in the following section.

A vast difference between the paper and electronic portfolio, however, resides in how the portfolio is managed. For paper portfolios the teacher or institution usually manages the system manually, but for electronic ones, commercial or open-source software does the job digitally. Institutions with low-budget and/or low-media-literacy environment often prefer paper-based portfolios and develop their own systems. On the other hand, larger and/or post-secondary institutions tend to build ePortfolio systems, which sometimes are integrated into inter-collegiate academic crowd systems. Ueno and Uto³ introduces an ePortfolio system which promotes not only self-reflections but also learning from best practices by other students. They report that the system endorses learning from others, and it supports deeper learning owing to the ease of access to the data, followed by quick assessment of accumulated student work and interactions regarding the content and assessment.

As noted, such a comprehensive system requires specific settings, such as enough amounts of software/hardware as well as servers and technological engineers for the system construction and maintenance. In contrast, paper-based or blended (i.e. the combination of digital and analog tools) portfolio systems require much less for implementation and maintenance. Since my research interest is in small-scale, course-level portfolios, the systems for paper or blended portfolios must be discussed in details. But before that, let us review key components of learning portfolios.

3 Maomi Ueno and Masaki Uto, "ePortfolio Which Facilitates Learning from Others: Special Issue: New Generation Learning Assessments," *The Journal of Japan Society for Educational Technology* 35, no.3 (2011): 169-82.

Learning Portfolios

Learning portfolios have been a popular assessment tool in the US among K-12 educators, and relatively recently favored in higher education. Helen Barrett introduces on her website⁴ a variety of portfolios from a “memory box” of old times for pupils to ePortfolios in college and business environments using mobile devices (=mPortfolio) in reference to changes in society, technology, and educational system. Today, we can see numerous university websites which endorse student ePortfolio programs, not only in the US but also in European and Asian countries, including Japan. Portfolio research has been done extensively from classroom-level or small-scale ones to over-arching, comprehensive ones such as by Inter/National Coalition for Electronic Portfolio Research.⁵ Such popularity on the rise naturally brings diversity in its purposes and methods, which include learning and reflection, assessment and accountability, or showcase/employment/marketing.

Regarding the values of learning portfolios, Zubizarreta summarizes that they reside both in the product and process, in engaging students in collecting representative samples of their work (product) for the assessment, evaluation and career preparation, as well as in addressing vital reflective questions that invite systematic and protracted inquiry (process). His argument is that the portfolio system often becomes product-oriented and the assessment tends to be on completeness of the end-product. According to Zubizarreta, the focus must be more on the process so that there will be “the interplay among the three vital elements of reflection, evidence, and collaboration or mentoring”⁶.

4 <http://electronicportfolios.com>

5 <http://ncepr.org/index.html>

6 John Zubizarreta, *The Learning Portfolio: Reflective Practice for Improving Student Learning*, Second Edition (Somerset: Jossey-Bass, 2009), 35.

Importance of Reflection

Researchers often discuss reflection, or a series of critical consideration of learning activities, as one of the key components of effective learning—that is also a key component of learning portfolios. Brown illustrates examples of the transformation of experiences into learning (i.e. holistic learning) through portfolio development, and she emphasizes the process of reflection as an important factor. Through her research on adult learners integrating academic learning with real-life experiences at the workplace, she concludes that “the portfolio can promote holistic learning by serving as a reflective bridge between the learner, the workplace, and the academy ...Holistic learning requires the integration of knowledge from multiple settings, a variety of acquisition modalities, and a belief that knowledge is forever changing and ongoing throughout one’s life”⁷.

Zubizarreta echoes the significance of reflection as “often what is left out of the formula is an intentional focus on learning, the deliberate and systematic attention not only to skills development and career readiness but also to a student’s self-reflective, metacognitive appraisal of how and, more importantly, why learning has occurred”⁸. He emphasizes “how reflective thinking and judgment are effective stimuli to deep, lasting learning”⁹, but also argues how challenging and painful it can be. His recommendation to solve the problems in reflection and portfolio production itself is “collaboration with a mentor in developing and reviewing a learning portfolio”¹⁰. He admits, however, providing effective mentoring is an issue itself.

For those who are not accustomed to critical thinking and self-

7 Judith O. Brown, “The Portfolio: A Reflective Bridge Connecting the Learner, Higher Education, and the Workplace,” *The Journal of Continuing Higher Education* 49, no. 2 (2001), 9.

8 Zubizarreta, *The Learning Portfolio*, 5.

9 Ibid., 10.

10 Ibid., 14.

monitoring, more pain is expected when they take the challenge of reflective learning. Thus, in the EFL context, for example, the teacher or institution implementing language learning portfolios must consider the trouble of students acquiring skills needed (e.g., monitoring and verbalizing what/how language is learned), and provide appropriate help available (e.g., bilingual instruction, sample artifacts for reference and teacher-student conferences). The teacher must develop knowledge and skills to mentor students, facilitate collaboration, and modify activities for the purpose. Overall, the practice of reflection should be acquired over time in a systematic setting such as in class.

Assessment

Activities for learning portfolio development usually include portfolio conferences, self-assessment of learning goals and outcomes, assessment of portfolio development and its effectiveness, and final evaluations based on portfolio rubrics.¹¹

The assessment of learning portfolios is usually to see what individual learners have really learned up to the point of evaluation, not just test scores and teacher grading. Thus, portfolios to enhance learning should not be confused with showcase portfolios for “high-stakes decisions” such as scholarship, promotion and employment. In other words, learning portfolios do seek improvement and accomplishment of individuals, but do not distinguish the best accomplishment or “good learners” from others.¹²

Regarding fair and reasonable assessment, Zubizarreta's suggestion to teachers is to “think about your strategy for assessment before you give the work to students and tell them not only that the work will be assessed,

11 Yasuhiko Morimoto, “E-Portfolios: Theory and Practice,” *The Journal of Japanese Society for Information and Systems in Education* 25, no.2 (2008): 245–63.

12 For more about portfolio assessment in general, see J. D. Brown, ed., *New Ways of Classroom Assessment* (Alexandria: TESOL, 1998).

but how it will be assessed, i.e., the criteria that will be used”¹³. Students who go through the portfolio process usually have the felt needs of recognition from the teacher about their commitment of time and effort, not just about the end-product. With appropriate feedback in time (e.g., portfolio conferences and peer group sharing sessions of the work), they tend to be more motivated to reflect on their work and utilize self-assessments. Again, Zubizarreta has a point here:

Keeping a systematic stream of frequent, immediate, open, and constructive feedback flowing in a portfolio project is essential in providing both teacher and student (and administrators using portfolio data for institutional purposes) with the kind of information that records and showcases the value-added features of portfolio development. Documented feedback . . . leading to improvement, coupled with practical application of rubrics and other scoring mechanisms . . . can yield specific results useful in assessment and evaluation programs. More importantly, students themselves, as principal agents in the process of investigating the impact of reflective practice in deep learning, see their own growth and opportunities for development”¹⁴.

Caveats

Although many research results suggest effectiveness of portfolios in some degree, some researchers call attention to deficiencies of research evidence or systematic data supporting the assumption. Carney reviews teacher/student portfolio literature and raises questions about the reliability and validity. “Do we have empirical evidence that portfolios can be scored reliably and enable us to make valid interpretations about student achievement? And even if portfolios can be made to function in this way, is it wise to use them in such a manner, to make high-stakes decisions,

13 Ibid., 40.

14 Ibid., 40.

or will we have destroyed portfolios' usefulness as a learning tool in the process¹⁵ are all critical points she argues. In other words, when designing or researching a learning portfolio, one must be able to provide hard evidence of the portfolio's reliability and validity — by providing statistically significant results to show how much the portfolio has really advanced the learners' knowledge.

It seems evident now that effective portfolio systems require time and effort for users to learn to acquire related skills (the users' responsibility), as well as clear learning purposes and goals communicated, fair and valid assessment process, and sound theoretical basis (the portfolio designer's responsibility). The following sections will briefly introduce my ongoing research based on the key ideas reviewed.

Research Overview

Portfolio research contributing to the Japanese context is still scant, and a portfolio for lower-proficiency, less-motivated learners seems hard to find. Thus, designing a learning portfolio created for a particular group with a sound theoretical framework should be worth a consideration. The following are my research plans regarding a portfolio design contextualized for EFL learners in Japan. At the point of writing this article, the first two are being completed and the next phase is informally discussed.

1. Piloting: an action research on portfolio use in a language classroom
2. Development of a theoretical framework for further research plans
3. Research one: a formula for online self-reflection practice along with explicit teaching of metacognitive knowledge and skills
4. Research two: collaborative portfolio development activities as a remedy

15 Joanne Carney, "Setting an Agenda for Electronic Portfolio Research: A Framework for Evaluating Portfolio Literature," (2004) in:
<http://www.pgce.soton.ac.uk/IT/Research/Eportfolios/AERAresearchlit.pdf#search=%27setting+an+agenda+for+electronic+portfolio+research+a+framework%27>

for low-proficient, less-motivated language learners

5. Research three: construction of a language learning portfolio model based on findings from the previous research results

Summary of Action Research Results and Focal Points for the Following Phases

As introduced in the preface, I have used learning portfolios to foster learning in lower-proficiency EFL courses, recently spending one fourth of the total class hours to explain, model, mentor and help the students to organize/write/share their portfolios in class. This time commitment is due to results of an action research done in 2013, seeking effective scaffolding for students who hardly complete their language learning portfolio. Results show that common affective factors¹⁶ of struggling students are reluctance, helplessness and resistance to changes. In order to combat those feelings, they need to see a clear path between individual learning activities and learning goals, with nurtured sense of efficacy and attained metacognitive skills. Based on these findings, the activities for portfolio development are modified and made online (either face-to-face or through LMS, “learning management system,” called TCU Online). For the ease of the students’ understanding of the process, the four phases of portfolio development, namely, planning, monitoring, evaluation and assessment are instructed with several worksheets (see appendices for samples) and visualized with relevant questions as below:

16 For more about affect, see Jane Arnold, ed., *Affect in Language Learning* (Cambridge: Cambridge University Press, 1999).

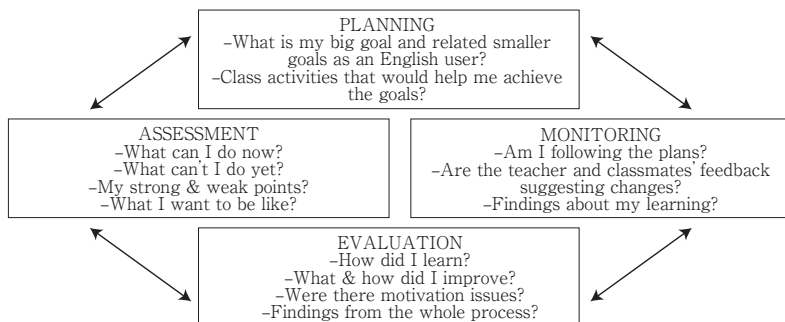


Table 1: Four phases of portfolio development

According to the student feedback the amount of student work increases in the new system (which some students mention in the self-evaluation worksheet). Student evaluation of the updated portfolio system is mostly positive, and more students report that they learn to link what they do in class to what they want to be as an English user. Comments in their self-evaluation worksheets show such changes as follows:

S1: I used to have zero motivation or confidence in learning English. I came to feel the need of learning and speaking English. Through the process learned in class I now believe I can plan achievable goals and activities to reach the goals.

S2: My learning goal changed from good grades to communication with international students, which I tried as planned and enjoyed ... I understand the plan-do-monitor-modify phases, so I can utilize the system for my goals.

Those who come to engage themselves in the process seem to gain knowledge of reflection, monitoring and evaluation of their own learning in some degree, resulting in more autonomous language learning habits with more confidence in skills in English. They are usually aware of benefits of

the portfolio development and able to verbally explain them to others. It is possible to see them as “the intelligent novice” who operate appropriate metacognitive skills without much instruction.¹⁷

On the other hand, some others still struggle to do the process with understanding of each step in the big picture. The new system does not influence those students’ motivation to develop portfolios. What matters most seems whether they think the activities are meaningful for them or not.

S3: I should have attended classes more and done what I had planned . . . My motivation for learning got lowered as I found how bad my English was . . . I can’t evaluate the system since I haven’t really studied with it.

Such students need to be frequently reminded of where they are in the process and why they are doing certain activities. Overall, the language learning portfolio used, though modified, does not help those students to see what they really learn out of the process. Can there be a theoretical framework for a learning portfolio reaching those reluctant learners?

Metacognition

One of the causes of such differences among students seems to be knowledge and skills of metacognition, a vital idea in cognitive science applied to educational psychology. Simply put, metacognition consists of “cognition of cognitive process and its results” (metacognitive knowledge) and “knowledge to activate cognitive process and to control learning” (metacognitive skills). Metacognition is often discussed in portfolio research since it provides structure to a portfolio system as well as scaffolding for portfolio development. Moreover, metacognition theory is often associated

17 John T. Bruer, *Schools for Thought: A Science of Learning in the Classroom* (Cambridge: The MIT Press, 1993).

with self-regulated learning (SRL) theory, another vital concept of educational psychology. Veenman surveys both metacognition and SRL theories, and defines metacognitive skills as self-instructions. He describes representative of metacognitive skills as the following:

At the onset of task performance one may find activities, such as reading and analyzing the task assignment, activating prior knowledge, goal setting, and planning . . . Indicators of metacognitive skillfulness during task performance are systematically following a plan or deliberately changing that plan, monitoring and checking, note taking, and time and resource management . . . At the end of task performance, activities such as evaluating performance against the goal, drawing conclusions, recapitulating, and reflection on the learning process may be observed.¹⁸

The list of activities above and those embedded in portfolio development have a lot in common; metacognition theory is an overarching concept that the research findings are shared in the fields of psychology and education. Ozeki¹⁹, mentioning cognitive psychology as the basis of learning strategy instruction, argues close relationship among autonomy, metacognition, and “zest for living,” a slogan promoted in the Course of Study (1996)²⁰ by Japan MEXT (the Ministry of Education, Culture, Sports, Science and Technology). She concludes that those three terms are interchangeable in the context of learning goals of pupils under the supervision of MEXT, implying metacognitive skills teaching is meaningful in the Japanese educational

18 Marcel V. J. Veenman, “Learning to Self-Monitor and Self-Regulate,” in *Handbook of Research on Learning and Instruction*, eds. Richard E. Mayer and Patricia A. Alexander (New York: Routledge, 2011), 197–218.

19 Naoko Ozeki, “Learning Strategies and Metacognition,” in *Learner Development in English Education: Learner Factors and Autonomous Learning*, eds. Hideo Kojima, Naoko Ozeki and Tomohito Hiromori (Tokyo: Taishukan Publishing Company, 2010), 75–104.

20 http://www.mext.go.jp/b_menu/shingi/chuuou/toushin/960701.htm

system.

Mineishi²¹ describes learning portfolios as a promising means for learners to acquire skills of self-assessment and metacognitive strategies. His research results on metacognitive reading strategies show that non-proficient readers have poor self-monitoring skills for text comprehension. Nonetheless, he also discusses teaching methods effective for those readers, such as online self-reflection and think-aloud protocols. His two-year research on Japanese college students in the English program uses learning portfolios to assess skills improvement as well as to collect positive/negative feedback toward their portfolio development. The participants learn the portfolio process for the first time so that the student feedback includes comments such as “Completing the portfolio is too much work” and “It is hard to reflect on and objectively assess my learning” but also “Assessing my own progress in learning can build my confidence and motivation.” Qualitative analysis of the student reflection sheets shows gaps between high- and low-proficiency learners in terms of their monitoring process, depth of reflection, and metacognitive awareness.

Lastly, Veenman states what to be considered when introducing metacognitive instruction in the classroom as follows:

There are three principles fundamental to effective instruction of metacognitive skills: (1) the synthesis position; (2) informed training; (3) prolonged instruction . . . metacognitive instruction should be embedded in the context of the task at hand in order to relate the execution of metacognitive skills to specific task demands . . . Learners should be informed about the benefit of applying metacognitive skills in order to make them exert the initial extra effort . . . Instruction and training should be stretched over time,

21 Midori Mineishi, “Portfolios as a Tool for EFL Learner Skill Development,” in *Learner Development in English Education: Learner Factors and Autonomous Learning*, eds. Hideo Kojima, Naoko Ozeki and Tomohito Hiromori (Tokyo: Taishukan Publishing Company, 2010), 162–92.

thus allowing for the formation of production rules and ensuring smooth and maintained application.²²

Conclusion and Future Directions

This article first introduced what motivated me to keep researching on learning portfolios for low-proficient, less-motivated learners, and reviewed central ideas and components for learning portfolios, which are designed to show what/how much learners have really learned. Then the research design contributing to the Japanese EFL context was illustrated with some concrete ideas to modify learning portfolios for the target group. Lastly, I argued that metacognition is a vital factor for effective portfolio design as well as for learners to be successful in language learning.

The cognitive theories and research results reviewed above will provide ways to connect theory and practice of learning portfolios facilitating reflection and metacognitive awareness. To strengthen the theoretical framework of future researches, I will refer to Kikuchi²³ and Zimmerman & Moylan²⁴ to discuss (de)motivation, metacognition and reflective learning from EFL and SLA perspectives. Future research phases mentioned above will help me to facilitate what Zubizarreta calls “the interplay among the three vital elements of reflection, evidence, and collaboration or mentoring” and to integrate the findings into a learning portfolio, which is designed for struggling EFL learners in Japan.

22 Veenman, “Learning to Self-Monitor and Self-Regulate,” 209–10.

23 Keita Kikuchi, “Demotivators in the Japanese EFL Context,” in *Language Learning Motivation in Japan*, eds. Matthew T. Apple, Dexter Da Silvia and Terry Fellner (Bristol: Multilingual Matters, 2013), 206–24.

24 Barry J. Zimmerman and Adam R. Moylan, “Self-Regulation: Where Metacognition and Motivation Intersect,” in *Handbook of Metacognition in Education*, eds. Douglas J. Hacker, John Dunlosky and Arthur C. Graesser (New York: Routledge, 2009), 299–315.

Appendix 1: DYP Worksheets (samples)

Item	1	2
BIG Goals		
Skills needed to achieve the goal		
SMALL Goals related to BIG Goals above		
Change of plans: what, when, how, etc.		
monitoring		

DYP Worksheets (cont.)

Item	Procedures	tick	notes	need change
category (ex. Writing)	goals (ex. at least 10 entries by the end of the semester)	✓		
description (ex. writing reflection notes of youth group activities each Sunday in English)	① set 30 minutes in the evening each Sunday for writing	✓	night?	✓
	② prepare a journal book, pen, drink and nice music before writing			
	③ brainstorm who, where, what, how on the youth group		add why	✓
	④ write for 20 minutes reflecting what was going on that day			
	⑤ analyze the entry and jot down comments/findings			
	⑥ browse the previous entries to see the dynamics of the group		hard!	✓
種類:	目標:	できたら ✓	気づいた点	要変更なら ✓
説明: 学期を通して自主学習する内容:	手順①			
	②			
	③			
	④			
	⑤			
	⑥			

Appendix 2: Portfolio Worksheet

以下は、DYP 及び授業内の活動について振り返るための質問です。完全な記述があれば、ポートフォリオ全体の内のこのワークシートに関して、100% の評価がさ

れます。完全な記述とは、今学期の学習成果について、正直に向き合い、自ら評価し、今後の学習計画につなげていることがわかる記述です。

なお以下の回答に合わせて、DYP 活動の資料となるもの、活動説明の助けになるもの（例：テキスト等の題名・著者、ウェブサイトの URL と内容の要約、活動のためのパートナー、道具等）を一緒に記載、または添付すること。

1. Use your uploaded DYP Design Sheet and answer the following questions. 1 枚目の DYP シート (ビッグ & スモールゴール) を見ながら答えること。

1.1 Describe what you've done for the big goal(s). Evaluate those activities in terms of effectiveness. ビッグゴール達成のために行った活動を説明し、次にその活動がビッグゴール達成にどれだけ役立ったか、評価して下さい。

1.2 Estimate the amount of time you need to achieve the goal(s). If you've already achieved the goal(s), explain what helped most to do so. ビッグゴール達成まであとどの位時間がかかるかを試算して下さい。既にゴール達成の場合は、結果を出すのに最も貢献したのは何だったかを説明して下さい。

1.3 What would be a new big goal you'll set for the future learning? Please write about one big goal and related small goals. 今後のため新しいビッグゴールを立てるとしたら、どんな内容ですか。ビッグゴール 1 つと関連するスモールゴール複数を記述して下さい。

2. Use the semester-long individual work planning sheet to answer the following questions. 2 枚目の DYP シート (学期中に行う自主学習表) を見ながら答えること。

2.1 Describe what you've done for the semester-long individual work. Evaluate those activities in terms of effectiveness. 自主学習計画に沿って実行した事柄を説明し、次にその活動がゴール達成にどれだけ役立ったか、評価して下さい。

2.2 As you look at what you've done, how much do you think you've improved? この活動を通して、どんな英語力がついたと思いますか。

2.2 What would be a new individual work you'll choose for the future learning? 今後のため新しい自主学習計画を立てるとしたら、どんな内容ですか。

3. Use the DYP Weekly Planning Sheet to answer the following questions. 3枚目のDYPワークシート（一週間の計画）を見ながら答えること。

3.1 If you ever changed the initial plan, explain how you changed it. 一週間の学習計画に、当初と比べどんな変更を加えたかを説明して下さい。

3.2 How much helpful was your weekly planning sheet? What kind of planning can help you learn better? この計画はどの位役に立ったか評価し、また、どうすればより良い学びにつながる計画となるか、意見を述べて下さい。

4 Think about activities you did in class. Which ones were most helpful to achieve your big goal(s)? Which ones to achieve smaller goals? クラスで行った活動をなるべく多く思い返して下さい。その中でビッグゴール達成に貢献したもの、スモールゴールに貢献したものは何ですか。